

Chapman University

## Chapman University Digital Commons

---

International Studies (MA) Theses

Dissertations and Theses

---

Summer 8-2020

### Dual Immersion Programs and their Implications: Focused Analyses on the Educational History

Francisco Reynoso Barron

*Chapman University*, [reyno171@mail.chapman.edu](mailto:reyno171@mail.chapman.edu)

Follow this and additional works at: [https://digitalcommons.chapman.edu/international\\_studies\\_theses](https://digitalcommons.chapman.edu/international_studies_theses)



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Economics Commons](#), [International Relations Commons](#), [Latin American Studies Commons](#), and the [Race and Ethnicity Commons](#)

---

#### Recommended Citation

Reynoso Barron, Francisco. "Dual Immersion Programs and their Implications: Focused Analyses on the Educational History." Master's thesis, Chapman University, 2020. <https://doi.org/10.36837/chapman.000191>

This Thesis is brought to you for free and open access by the Dissertations and Theses at Chapman University Digital Commons. It has been accepted for inclusion in International Studies (MA) Theses by an authorized administrator of Chapman University Digital Commons. For more information, please contact [laughtin@chapman.edu](mailto:laughtin@chapman.edu).

Dual Immersion Programs and their Implications:  
Focused Analyses on the Educational History

A Thesis by

Francisco G. Reynoso Barron

Chapman University

Orange, CA

Wilkinson College of Arts, Humanities, and Social Sciences

Submitted in partial fulfillment of the requirements for the degree of

Master of Arts in International Studies

August 2020

Committee in charge:

Maytha Alhassen, Ph.D., Chair

Victoria Carty, Ph.D.

Crystal Murphy, Ph.D.

The thesis of Francisco G. Reynoso Barron is approved.



---

Maytha Alhassen, Ph.D., Chair



---

Victoria Carty, Ph.D.



---

Crystal Murphy, Ph.D.

August 2020

Dual Immersion Programs and Its' Implications:  
Focused Analyses on the Educational History  
Copyright © 2020

by Francisco G. Reynoso Barron

## **ABSTRACT**

Dual Immersion Programs and Its' Implications:  
Focused Analyses on the Global Language Academies of Downey  
by Francisco G. Reynoso Barron

As a social construct, education fulfills the necessary elements, ideologies, and rituals required to construct social norms for society. What a society deems as a norm determines the sentiments and direction that a nation will take. These normative tendencies lead to national identity and national security through policies and legislation within the nations' utilization of sovereignty. National interest being influenced by global events and ethnocentric ideologies has seen cycles leading to different immigration, educational, and economic policies. This paper analyzes dual immersion programs, which have been treated as a controversial topic due to its implications on national security and identity. Dual immersion programs are a method of educating students through bilingual means. This study looks at the evolution of bilingual programming through a historical lens and identifies their economic implications within communities, including the outcomes of racialized tendencies. Whereas the racial tendencies within programs are concealed, I hypothesize that the implementation of dual language immersion programs leads to a significant decrease in the use of the Spanish language. This analysis illuminates a driver of the recent decline of Spanish speaking interactions within families and communities. These declines expose assimilation devices that occur in homes due to educational institutions. These programs claim to have good intentions; however, assimilation through educational policies nevertheless produce the contrary outcomes while bringing negative and unforeseen consequences. This research thusly identifies stakeholders of this vanishing linguistic culture and the dynamics required to repair disparities within communal and educational institutions.

## TABLE OF CONTENTS

	Page
<b>ABSTRACT.....</b>	<b>IV</b>
<b>1 LANGUAGE AND DEMOGRAPHICS .....</b>	<b>1</b>
1.1 Introduction.....	1
<b>2 LITERATURE REVIEW .....</b>	<b>8</b>
2.1 Literature Review on Migration, Assimilation and Policies.....	8
<b>3 METHODOLOGY AND DATA ANALYSIS .....</b>	<b>28</b>
3.1 Methodology .....	28
3.2 Data Analysis .....	30
<b>4 CONCLUSION .....</b>	<b>47</b>
4.1 Suggestions .....	47
<b>REFERENCES.....</b>	<b>49</b>

# 1 Language and Demographics

## 1.1 Introduction

Sovereignty throughout this text refers to the power of a state, and in this circumstance the United States to govern itself. The various vessels of government, including the execution of policies forming functions, merely exercise sovereignty.<sup>1</sup> Therefore, the U.S. is making, executing, and applying laws, imposing and collecting taxes, making war and peace, while forming treaties or engaging eCommerce with foreign nations. The United States cannot enforce external sovereignty, which refers to enforcing laws overseeing or across other nations like Mexico, an example would be that of mass deportation of people. Any other nation's sovereignty in terms of receiving the migrants is a separate matter. Nevertheless, a nation state does have control of the power to regulate the transfer of property within its borders. The sovereignty of a state reflects their constitution, in this case, the U.S. Constitution, the supreme law of the land. Although deportation is not part of the state's right to use sovereignty, we have seen periods of mass deportation of a generation labeled criminals. This criminalized generation contributes to all aspects of American society.

<sup>1</sup> Willis, H. E. (1929). The Doctrine of Sovereignty under the United States Constitution. *Virginia Law Review*, 15(5), 437. <https://doi.org/10.2307/1064899>

About 37 million Latinos in the U.S. speak Spanish at home, making it the country's most common non-English language.<sup>2</sup> They are keeping in consideration that the United States does not have an official language, but a variety of common languages as the number of Latinos who speak Spanish at home continues to increase because of the total growth of the Latino population. The actual percentage of Latinos who speak the language has declined over the past decade. According to the Pew Research Center analysis of Census Bureau data in 2015, 73% of Latinos spoke Spanish at home, falling from 78% in 2006.<sup>3</sup> This data reveals the erasure of language, and this thesis inquires about the role of educational institutions in the decline.

Dual immersion is a methodology of bilingual education. Modern models teach students literacy and content in two languages in one of the following models; the 50/ 50 ratio or that of the 90 to 10 ratios. The 50/50 consists of equally distributed language usage, while the latter 90/10 refers to the partner language, in this case, Spanish, to be used more throughout the day in the early primary grades. Utilizing a one-way immersion program leads to full immersion utilizing the partner language for 100% of subject matter instruction, while in some cases, offering additional specialist classes in the partner language. In all cases, the partner language and English are used equally in the later grades.

<sup>2</sup> Krogstad, J. M. (2017, October 31). *Use of Spanish declines among Latinos in major U.S. metros*. Pew Research Center. <https://www.pewresearch.org/fact-tank/2017/10/31/use-of-spanish-declines-among-latinos-in-major-u-s-metros/>

<sup>3</sup> Ibid. 2017



Now questions arise, such as; Why is there a sudden decline in Spanish speaking interaction amongst children within their households? Does this sudden decline in Spanish speaking interactions play a role in familial relationships and economic liberties? If so, are there any racial implications associated with this decline? In answering these questions, one must identify stakeholders. For policies and agendas often lead to funneling of economic assets into ensuring this legislation and propositions become enacted.

Despite a diverse setting, California, known for its mass population of nearly 39.75 million, holds the most diverse communities in hubs such as; Los Angeles, San Francisco, and Orange County. Southeast LA County consists of some of the most densely populated municipalities in the United States. These diverse communities often are unheard of by the local officials, leaving them stranded from resources. Civil unrest is often displayed either through rebellious acts or through systemic attacks through legal or illegal means. Recently, thousands of voices came out in opposition to immigrant detention centers, unsafe and unsanitary conditions for migrants, and the Trump administration's crackdown on asylum seekers and refugees.<sup>4</sup> This peaceful protest was known as “Lights for Liberty,” sought to fight of migration policies while teenagers in Geneva stood inside a metal cage outside U.N. headquarters protesting unlawful detainment. Non-conventional means often are viewed as violent, in 2019 when Trump first declared mass deportation, a single man named Willem Van Spronsen opened fire and threw flammable items at

<sup>4</sup> Kopetman, R. (2019, July 12). *Thousands protest immigrant detention centers at ‘Lights for Liberty’ vigils in Southern California*. Daily News.

<https://www.dailynews.com/2019/07/12/thousands-protest-immigrant-detention-centers-at-lights-for-liberty-vigils-in-southern-california/>

a Washington State detention center. This attack came as thousands protested at ICE facilities nationwide based on the agencies' campaign for mass arrests of undocumented immigrant seekers and refugees.<sup>5</sup> Southern California always seems to be in the light of media when dealing with systemic problems or misrepresentation. Los Angeles County does not always have the resources to aid or incorporate change, especially educational institutions. Unlike their neighboring cities Orange County, Anaheim, and even Downey receive more revenue and aid. One can look at several elements like social class, economic income, demographics, amongst other things as the reason for these differences.

Downey is a sub-city of Los Angeles, California, located southeast of Los Angeles. Downey is an instrumental part of the Gateway Cities. These areas are primarily urbanized regions within Southern California between the City of Los Angeles, Orange County, and the Pacific Ocean. The cluster of cities acquired the name since they reside as the "gateway" between the two counties. According to the Metropolitan Statistical Area (MSA), Los Angeles, Long Beach, and Anaheim are among the towns within California that hold a population of approximately two million. The need to identify the communities these programs serve is essential and crucial, for it seems these programs do not reach the communities intended to serve. Nevertheless, these dual immersion programs seem to go to privileged communities.

<sup>5</sup> Knowles, H., & Iati, M. (2019, July 19). *ICE detention-center attacker killed by police was an avowed anarchist, authorities say*. The Washington Post. [https://www.washingtonpost.com/gdpr-consent/?next\\_url=https%3a%2f%2fwww.washingtonpost.com%2fnation%2f2019%2f07%2f19%2fice-detention-center-attacker-killed-by-police-was-an-avowed-anarchist-authorities-say%2f](https://www.washingtonpost.com/gdpr-consent/?next_url=https%3a%2f%2fwww.washingtonpost.com%2fnation%2f2019%2f07%2f19%2fice-detention-center-attacker-killed-by-police-was-an-avowed-anarchist-authorities-say%2f)

Downey Unified, the city's own school district, sought to implement dual immersion under its means. Within this recent year, Downey Unified Board of Education gave its final approval on Dual immersion programs. The program titled the Global Language Academies of Downey (GLAD), begun during the 2019-20 school year.<sup>6</sup> GLAD will start with two transitional kindergarten and three kindergarten classes. The TK classes, titled dual-language prep, will emphasize preparing and immersing students in their primary education setting, while gradually exposing them to English. Meanwhile, the kindergarten classes fulfill two different curriculums, one "Global Education" class, where its concentration will be on instruction that places focus on education on both a local and global scale. Nevertheless, two dual-language plus global education classes will teach students in immersed settings of a second language while incorporating universal education instruction. The TK dual-language prep will be available to children who turn five between September 2 and December 2. This program includes an emphasis on oral language development, literacy immersion, and number sense while offering collaborative experiences that promote cooperation, self-confidence, self-regulation, and healthy attitudes about school and learning. A secondary outcome will be to provide Spanish language development throughout the day to build the necessary skills to transition into GLAD's primary programs. The voice of the community being heard was an initial step now; it must seek to contribute to seeing a magnitude of positive restoration in all community sectors.

<sup>6</sup> *Board of Education approves dual language immersion program at Carpenter.* (2019, January 31). The Downey Patriot. <https://www.thedowneypatriot.com/articles/board-of-education-approves-dual-language-immersion-program-at-carpenter?rq=GLAD>

Previous case studies highlight cultural background and experience as variables in the deterioration of language. One can hypothesize that families significantly reduce the Spanish language utilization as a form of communication due to economic capital opportunities. Therefore, this conceivably serves as a means to preserve current economic opportunities or to limit the racial subjugation held for being non-English speakers, for anglicization are the many forms for which these Mexican communities are subjugated to the feeling of inferiority since they are not like the white American. Anglicization is a theory in which communities of different racial and ethnic composition are pressured to assimilate and act in a unified form creating new norms and ideologies. Countercultures are therefore created for individuals who do not obey these new norms. The need to speak the English language and obey the current economy and markets is an integral part of anglicization.

Consequently, anglicization stems from the current President and the collective history of colonialism and imperialism. The process assimilation within this study will look at the standard American way of life, or ethnocentric identity, to reveal these anglicization examples. For policies and propositions regarding ethnicity and racial compositions have existed throughout periods affecting the services minorities can obtain. Immigrants are submerging in the belief that language loss is the only means of survival of these policies. Whether fear-driven or the deprivation of aid and resources is a causality it points to a given, language is a vital part of a community, for, without a language to communicate, voices will remain unheard and disregarded. The inability to be a herd or understood will erase communities from the map, leading to forced assimilation.

Education can play a vital part in an individual's life and, most crucially, strengthen community and family relationships. The sizeable cultural variation within the city highlights an overall economic and social dependency among the community, regardless of ethnic or social

composition. The current political and social atmosphere helps us realize more significant issues at hand. Although questions arise regarding the population of Mexican American individuals, the core focus is to understand better what needs to happen to mend disparities in the community. Although I was wary of dual immersion programs because of the racialized implications, economic dependency on organizations, and the cycle of oppression, dual immersion programs persuaded me to see the promise that is educating students in a partner language uncover new potential benefits one can harness. Despite common belief, differences are concurrent within different paradigms, such as; the social wellbeing, particularly that of inter-family relationships, economic liberties, and concealed racial tendencies.

## 2 Literature Review

### 2.1 Literature Review on Migration, Assimilation and Policies

Nations utilize the concept of sovereignty or a similar ideology, to elect officials while other nations prearrange who shall take the responsibility of running the country through policies across all sectors for the greater good. Dilemmas are often held on whether a nation must provide protection and security, not only its citizens but also other individuals. Nations are the only party who have the resources to provide these safeties; if not them, then who else? Certain paradigms overlap; some policies hinder specific areas while others seek to flourish through aid or implementation of programs. Immigration policies have established how to build a nation, for which national security and its creation ensure and protect the national interest. In the early pursuit of national interest, economic opportunity is highlighted as the vessel for success. This vessel is pivotal while that cultural diversity is often disregarded as useless and only beneficial when a common interest for the American people arises. The notion of national sovereignty often surrounds national security, being present in both. Historically national security has been displayed as the invasion of populations into communities producing anarchy, leading to retaliation through war, genocides, or mass murders. The United States of America has held an array of policies; some include the restriction to open-door policies. These open-door policies generate an influx of populations for the sake of national interest. For the national interest here is constructing a workforce to increase revenue by decreasing cost. Essentially, this is where the idea of land founded by immigrants emerged; this nation could not reach its prosperous economic state without migrants fueling the economy through labor.

There are now well over 30 million foreign-born persons in the United States; 11.2 million adult immigrants arrived during the last intercensal period alone (1990/2000) accounting, together with their children, for 70% of the growth in the nation's population. According to the latest estimates, the country's foreign-stock population (first plus second generation) now exceeds 60 million or 24%.<sup>7</sup> This second-generation, defined as undergoing a process of 'segmented assimilation' where results vary across immigrant nationalities; rapid integration, in addition to acceptance into the American mainstream, represents just one possible alternative.

Segmented assimilation depicts alternative paths of adaptation dependent on several factors that are considered pivotal. These are; the history of the first generation, followed by the pace of acculturation among parents and children accompanied by its bearing on normative integration. Critical variables in segmented assimilation are the barriers, both cultural and economic, often confronted by second-generation youth in their quest for successfully adapting. These variables are incredibly influential; hence, the family and community resources necessary to face these barriers is a critical element as well. A modern-day approach that seeks to break these economic barriers in the host country and home country is through the funneling of money through remittances.

Remittances being are defined as funds transferred from migrants to their home country while working under a host country. Researchers approximate that nearly billions of dollars are

<sup>7</sup> US Bureau of the Census. (2004, August). *Census Report- The Foreign-Born Population in the United States: 2003*. National Archives and Records Administration.

<https://www.census.gov/prod/2004pubs/p20-551.pdf>

sent by migrant workers to their home countries, putting the total value at more than \$200 billion.<sup>8</sup> Developing countries and regions have difficulties borrowing money, especially when the government lacks infrastructure and are at risk for high inflation on debts and bonds. In most cases, families send the male workers across the border to work menial jobs to help finance things in host countries and at home. Male migration occurs throughout historical periods of open-door policies seeking to attract Campesino workers, and other forms of day laborers. Remittances restructure the value of money and power. When individuals create a cycle of remittances, this opens the avenue of helping other migrants within their communities through communal savings known as condinas. Condinas are a kind of informal, no-interest savings plan in which members who make a weekly deposit of a predetermined amount take turns bringing home the initial payout. These systems help create savings as well as financial structures available for the recipient if ever required. These modern economies portray the possibilities opened through communal settings.

Granting individuals control of their economic assets inspires developing countries to face subjugation to the global economy. Through the emergence of remittances, a modern economic integration approach, and development, many economies have seen stimulation. The United States benefits through the circulation of its currency while the Mexican government gains a stimulation into its economy from citizens working on foreign lands. Remittances draw a parallel to Conquistadors, which during the 16th century sent money to the Spanish or Portuguese Crown, while during the 17th century Pilgrims sent taxes to their monarchy in Britain. These resemblances amongst Anglo and European nations in their search for redefining economic redistribution bless

<sup>8</sup> Radcliffe, B. (2019, June 25). *Introduction to Remittances*. Investopedia.

<https://www.investopedia.com/articles/economics/10/introduction-remittances.asp>



frowned upon than those of the ethnic minority distribution. The ability to identify that money can cross borders with no limitations while the human body is often restricted.

Economic implications reveal evident importance within assimilation into a host country. Slobodan Djajić gives background into understanding how citizens assimilate into the country by highlighting assimilation.<sup>9</sup> To a degree, the host country progresses and becomes advantageous by adding new capital from external countries. In the *Assimilation of Immigrants: implications for human capital accumulation of the second generation*, Djajić, a professor of international economics at the Graduate Institute Geneva, examines the pace of assimilation of immigration across dimensions and the rate of social capital. Djajić focuses on development, cooperation and aid policies specifically that of migration policies and law. His current research is mainly in the field of international migration, although his earlier publications cover a broad range of topics including exchange rate and current account analysis, trade in exhaustible resources, macroeconomic implications of commercial policies, and the effects of transfers and foreign aid. This article attests not only its direction to the public policy sector, but also highlights standard rhetoric of discrimination and statistical evidence expressing favorable views of assimilation inside a host country. Host countries typically extend much warmer hospitality to immigrants who share their ethnicity, religion, language, customs, experience, skin color.<sup>10</sup> These variables can *accelerate assimilation* giving a more prosperous opportunity for these new citizens. Children

<sup>9</sup> Djajić, S. (2003). Assimilation of Immigrants: Implications for Human Capital Accumulation of the Second Generation. *Journal of Population Economics*, 16(4), 831-845. from [www.jstor.org/stable/20007888](http://www.jstor.org/stable/20007888)

<sup>10</sup> Ibid. 2003

may pick up the host country's language or assimilate in terms of consumption patterns and leisure activities more quickly, contributing to local markets and the international market. Necessarily, as assimilation continues to occur within the host country, the economy will begin to grow due to a new group of supporters or customers. These customers made primarily of the original population of children unknowingly increasing revenue for the American market.

The national interest in the case of economic growth often seeks to include policies incentivizing migrants to invest and fund the country. Public policy plays a significant role in helping immigrants overcome assimilation hurdles while avoiding potential economic and social costs of suboptimal investment in the second generation's human capital. Human capital described as the amount of energy, resources, and time put into creating a good and or service provided Richard Alba, and Victor Nee examines 'assimilation' in the journal, *An Introduction to Immigrant Incorporation Studies: European Perspectives*.<sup>11</sup> Richard Alba a distinguished professor in the field of Sociology at the Graduate Center of City University of New York, focused on the changes ensuing from immigration, both within immigrant-origin populations and to the mainstream society. Victor Nee's current research interests is that of economic sociology examining the role of networks and norms in the emergence of economic institutions and organizations. Both the authors understand assimilation as a generalized term regardless of the racial and ethnic situation. This concept resurfaced at the beginning of the 21st century, developing with time because of harsh criticism of an ethnocentric ideology. This new era reconceptualized the term and its

<sup>11</sup> Alba, R., & Nee, V. (2014). Assimilation. In Martiniello M. & Rath J. (Eds.), *An Introduction to Immigrant Incorporation Studies: European Perspectives* (pp. 53-70). Amsterdam: Amsterdam University Press. doi:10.2307/j.ctt128780b.6

relevance to current North American migrants and those in Western Europe. Assimilation theory and its construct are expanded upon from its initial creation through the Chicago School, defined as 'a process of interpenetration and fusion in which persons and groups acquire the memory, sentiments, and attitudes of other individuals, groups, and communities—followed by the sharing of their experience and history, eventually incorporating it in ordinary historical life.<sup>12</sup>

The theory sees as a way of integrating populations into the mainstream community. These variables were erasers of culture and tradition, forming an encapsulation of the people that is inferior within society. The ethnic minority was crossing over the borders of the ethnic majority. Therefore, limiting any transference in the other direction, that of a non-unilateral process. Nevertheless, modern assimilation theory acknowledges the importance that race and different levels of assimilation become dependent on numerous variables. Modern assimilation leads to both upward and downward assimilation. Individuals and groups can draw on socioeconomic resources at their disposal to move within the hierarchy within the ethnic matrixes. These matrices include yet are not limited to ethnic communities or niches that help allocate resources or under extraneous circumstances that can be utilized towards mainstream services to succeed. Incorporation into the route of services can be a viable alternative in assimilation.

'Neo-assimilation theory' helps articulate the epidemic we currently see in ethnic communities. Neo-assimilation is the decline of ethnic distinction and outcome in cultural and social differences. This decrease embodies a discrepancy of value in an individual's salience to their ethnic identity. These occurrences of diminishment in numbers bond fewer and fewer domains of their social life. A decline occurs as individuals' ethnic origins become less relevant

<sup>12</sup> Ibid. 2014.

about the members of another ethnic group. Both parties, those of the host country and home country, distinguish an ethnic boundary in which the individual mutually perceive themselves with lower frequency in terms of ethnic categories and increasingly only under specific circumstances.

Assimilation here is not a dichotomous outcome. Subsequently, it does not require the disappearance of ethnicity. The individuals and groups undergoing digestion may still bear several ethnic markers. These happenings can influence mainstream markets, communities, and relations. This second-generation leads to blurring of boundaries. The crossing of boundaries corresponds to a classic version of assimilation theory in which someone moves from one group to another. However, it expects that the individual experiences no real change within this second generation. With the blurring of social lines, individuals experience less distinction leading to relocations of boundaries so the population must resettle by including new in groups and out-groups, which leads to the reconstruction of policies, acceptance and changes their culture. These new boundaries highlighted a difference in communities where they experience the language of migrants and cultural retention diluted due to these new boundaries. It is arguing that fear creates shifting and even the removal of barriers. Language decline is the variable that this research will focus on, which can shed light on neo-assimilatory methods.

Assimilation in multilingual cities illustrates how assimilation patterns of minorities into the strong and the weak language quarrel in a situation of disproportionate bilingualism. Javier Ortega and Gregory Verdugo look at allophone immigrants, entailing a group of immigrants with a mother tongue different from the official language.<sup>13</sup> Their findings render that language distance

<sup>13</sup> Ortega, J., Verdugo, G. Assimilation in multilingual cities. *J Popul Econ* **28**, 785–815 (2015).

<https://doi-org.libproxy.chapman.edu/10.1007/s00148-015-0549-9>

plays a much more critical role in explaining assimilation into communities. Therefore, language assimilation of immigrants and official minorities displays essential asymmetries between the strong and weak languages.

They were considering it as self-evident in why migrants from Mexico and Latin American countries experience a higher natural emergence rate based on the language regime because of their regionality and closeness to the country, aid, and relations. In particular, employment status and education have a much stronger effect on assimilation, which explains why the second generation of children born within the states transcribe English more than the Spanish Language at home. The adaptation of allophones depends on the local city and region in which they settle. These variables help language distribution or through protectionists means. For example, if a migrant from Mexico decides to reside in a densely populated area where people identify with similar language compositions, there will be less of a need for him and his family to take up the host country's language.

Due to the educational system, we can see the introduction of the English language, which would assimilate children and cause the loss of the style originating from the home country. Such a route determines apparent variables. For instance, the younger a child is, the likelier they are to retain a host country's language. Older children who migrated from their parents' host country are less likely to accept a host country's language due to their connection to their home environment.

To change the epidemic of educational injustices determined by racial, economic, and other social variables, we must see commonalities. Immigrant youth are often shoved into the margins of school life, at least partly because the specific provisions and school structures intended to

support the children of immigrants are highly contradictory to each system's key strengths.<sup>14</sup> Catalonia, a region in the northeast of Spain, urges for multilingualism, sociability, small schools, and early childhood education. However, it fails in resonating tendencies and practices of ethnocentrism, enculturation, and language hierarchies. While a similar method occurs within the United States for their goals, they differ in academic achievement and college preparation for all. Children of immigrants end up too segregated in English Language Development (ELD) track for its inadequate curriculum, lack of materials, and poor preparation by staff to address the cultural, linguistic, and academic needs of their students.<sup>15</sup> This leads to the unfortunate reality where immigrant students internalize a sense of not being as smart while rationalizing the achievement gap. This systemic outcome helps in defining the epidemic globally.

University of Oregon researcher Ilana Umansky looks at the potential for this damning irony of classification placed upon students within the ELD programs. Umansky examined the longitudinal data on students from a large urban school district in California. Umansky "takes advantage of a natural experiment that occurs at the cusp of [initially fluent English] classification" that yields an "essentially random assignment." Students referred to as "cusp" students. The study found that EL classification negatively impacts the reading and math test scores by second grade.

<sup>14</sup> Gibson, M. A., & Carrasco, S. (2009). The education of immigrant youth: some lessons from the U.S. and Spain. *Theory into Practice*, 4, 249.

<sup>15</sup> Ibid.2009.

A substantial gap continues to grow slowly throughout elementary and secondary school. It was better not to be an "EL."<sup>16</sup>

Mel Ainscow is internationally renowned as an authority in the promotion of inclusion and equity in education. Formerly a head teacher, local education authority adviser and lecturer at the University of Cambridge, his work concentrations are that of making schools effective for all children and young people. Mel examines how to obtain a comprehensive educational system and how one can move forward with policies. Historically, we see that Educational Systems have faced challenges in providing effective policies for all children and ages. Within economically challenged areas, there are approximately 72 million children who do not attend school, while in wealthier countries, children are absent with no reasonable explanation. The idea of 'inclusive education' is touched upon as a theoretical means of serving children from all social, physical, and mental backgrounds while allowing them the ability to obtain an enriched educational resource. Inclusive education can be defined in various ways, often leaving confusion and standstill.<sup>17</sup> Educators left with the blame as being inadequate in their manner of teaching, creating a structure, or the lack of methods utilized. This hindrance falls upon the general training obtained, and the agenda pushed upon by educational institutions.

<sup>16</sup> Carnock, J. T. (2016, October 7). *When the "English Learner" Label Works Against Students*. New America. <https://www.newamerica.org/education-policy/edcentral/counterproductive-el/>

<sup>17</sup> Ainscow, M. (2005). Developing inclusive education systems: What are the levers for change? *Journal of Educational Change*, 6, 109–124.

Inclusion *concerns itself with the identification and removal of barriers* in which stakeholders, parents, teachers, and faculty, as well as local politicians, must collect, arrange and evaluate information from a wide variety of sources to plan for improvements in policy and practice. Following the evaluation, the inclusion, presence, participation of all students leads to achievement. Integration into the programs through policy needs to emphasize groups of learners who are at risk of exclusion. For exclusion leads to marginalization and underachievement—moral responsibility to ensure that groups at risk are being monitored to prevent a cycle of regression. However, inclusion is a process, seen as a never-ending pursuit for a better way of responding to diversity.<sup>18</sup> Adequate training seems evident, especially for those educators and those with power in their hands to change this paradigm of injustice. It is an approach that seeks social learning, which starts with adults in hopes of the transformation longed for by children.

Identifying the problem has long begun within academia, the *California Educational Opportunity Report 2007: Roadblocks to college*, by the UC Accord and UCLA Idea, created a general statistical blueprint in formulating the racial achievement gap within the education system.<sup>19</sup> The persistent racial gap in achievement rates is a byproduct of cultural differences that must need addressing if the gap is to be closed. Researchers examined California's poor and unequal educational achievement in light of California's public schools' conditions. This report focused on educational opportunities in California. Researchers sought to document every high

<sup>18</sup> Ibid.2005.

<sup>19</sup> Rogers, J., Terriquez, V., Valladares, S., & Oakes, J. (2007). *California Educational Opportunity Report 2007: Roadblocks to college*. Los Angeles: University of California, Los Angeles Institute for Democracy, Education, and Access and University of California All



school, the relationships among California's educational infrastructure, the rates of high school completion, and the enrollment in the state's public four-year colleges and universities.<sup>20</sup> Assessing the educational system of the state's middle schools while investigating the opportunities provided in schools serving different racial groups. Some of the findings were so gut-wrenching; for example, California lags behind most other states in delivering fundamental learning conditions as well as in student outcomes. In California, African American and Latino students are far more likely to attend schools that lack structural learning conditions than their white and Asian peers.

Politicians and parents must look beyond the rhetoric of "accountability" and "standards" in isolation and focus on learning opportunities that students experience in their classrooms. A common stance by stakeholders is that of the push for educational standards designed to produce a highly educated workforce, in the sector of the technological-based economy and a well-informed citizenry. Investment in its schools at a level commensurate with its standards and our educational infrastructure is incapable of providing the opportunities these goals demand. The form and quality of education students receive are strongly related to their race or ethnicity, reproducing the inequalities historically associated with racial segregation. Closing the gaps that divide California's students will require directing new resources to students deprived of fundamental learning conditions.

There is an emphasis that education is an avenue for upward mobility. Katerina Bodovski and Rachel E. Durham's analysis within the academic journal of *Research in Comparative and*

<sup>20</sup> Krogstad, J. M. (2017, October 31). *Use of Spanish declines among Latinos in major U.S. metros*. Pew Research Center. <https://www.pewresearch.org/fact-tank/2017/10/31/use-of-spanish-declines-among-latinos-in-major-u-s-metros/>

*International Education* focuses on immigrants' education, occupational skills, and cultural patterns. Katerina Bodovski is an Associate Professor of Educational Theory and Policy in the Department of Education Policy Studies at The Pennsylvania State University. Her research focuses on gaining an understanding of the factors shaping student behavior and academic achievement, related to family practices, neighborhood characteristics and school settings. For these factors help illustrate the structure of immigrant communities while accounting for external factors such as local contexts of reception and how they affect children's educational outcomes.<sup>21</sup> Their findings illustrate that through generations, we see a disenfranchising of hope within the institutional structure, viewing educational attainment as a mere commonality. Further pursuit of higher education is simply not profitable. With time we see "immigrant optimism" through a means of education fading amongst each generation. This decline can be due to current political tension, education reforms, and even language distancing.

Take, for instance, the example of Deferred Action for Childhood Arrivals (DACA) and its aim to help in the development of the United States though also home countries of such individuals, such as Mexico, El Salvador, Guatemala, Honduras, and South Korea. DACA, known as the American immigration policy, permits individuals under certain qualities who entered the

<sup>21</sup> Bodovski, K., & Durham, R. E. (2010). Parental Practices and Achievement of Mexican and Chinese Immigrant Children in the USA: Assimilation Patterns? *Research in Comparative and International Education*, 5(2), 156–

175. <http://search.ebscohost.com.libproxy.chapman.edu/login.aspx?direct=true&AuthType=ip,uid&db=eric&AN=EJ896519&site=eds-live>

country without documentation specifically allowing minors to receive a two-year renewable period of deferred action from deportation leading to eligibility for a work permit. Introduced by the main stakeholder during his presidency, Obama rallied for bipartisan immigration reform since his candidacy. In 2012 Obama enacted the executive order for the installation of DACA.<sup>22</sup> Without the executive action passed by former President Obama, this policy would not have enacted, leaving without something to analyze.

This executive action led to an increase in the labor force. As a result, this action created a flourishing economy where 57% of people were able to earn more money, and another 92% pursued educational opportunities that previously denied. The local state government benefits from the economic gains by immigration directives, which receives support from the Congressional Budget Office, Social Securities Administration, the Council of Economic Advisors, and the Institute on Taxation and Economic Policy. Investigations show that the deferred action programs are significantly beneficial for individual state economies at various stages. States do better when their residents are allowed to realize their full economic potential; this helps eligible immigrants to contribute further into their state's growth.

Despite its successful implementation, current events have caused severe impediments resulting in its termination. The current political environment attributed to the election of Donald Trump, where his conservative, law, and order list has undermined economic prosperity. Trump has illustrated his perspective regarding undocumented immigration and legal migration during

<sup>22</sup> Anon. 2012. "Stakeholders - Deferred Action for Childhood Arrivals." Google Sites  
<https://sites.google.com/site/dacaproposalrivera/stakeholders>.

his candidacy and presidency. His ideology has ranged from blasphemies and remarks on Mexico sending criminals, rapists, drug dealers, creating a wall between Mexico and America, and even the suspension of immigration of the Syrian population. "We have people coming into the country or trying to come in, we are stopping a lot of them, but we are taking people out of the country. You would not believe how bad these people are," Trump said. "These are not people. These are animals."<sup>23</sup> Conservative Republican state officials threatened to prosecute the Trump administration over DACA if it was not annulled.<sup>24</sup> As the day September 5 started as a typical day to many American citizens, little did they know many neighbors and friends were soon to find out that their stay in the United States will quickly come to expiration. DACA is the only means that some students have an opportunity to continue in extended education learning, whether it be financial reasons or even that of admission.

The terminating of DACA means financial disorder plus a lost opportunity for tens of thousands of individuals. "If Donald Trump does indeed remove Texas' 120,000 DACA recipients from the workforce, the Texas economy would lose \$6.1 billion annually...Furthermore, the

<sup>23</sup> Korte, G., & Gomez, A. (2018, May 17). Trump ramps up rhetoric on undocumented immigrants: 'These are not people. These are animals.'

<https://www.usatoday.com/story/news/politics/2018/05/16/trump-immigrants-animals-mexico-democrats-sanctuary-cities/617252002/>

<sup>24</sup> Lind, D. (2017, September 5). *The questions that 800,000 people are waiting for Trump and Jeff Sessions to answer about DACA*. CNBC. <https://www.cnbc.com/2017/09/05/daca-immigration-reform-questions-for-trump-and-jeff-sessions.html?&qsearchterm=ending%20daca>

overnight loss of services provided by 100,000 workers would create serious problems here." wrote US Congressman Marc Veasey, D-Texas.<sup>25</sup> If undocumented workers immediately deported out of the country, this would result in a decline of 9% in agricultural production and 8% in construction, leisure, and hospitality over a long time. Along with this economic catastrophe, states and federal governments will encounter complications, including major corporations that will face setbacks. The most important consequence is decay in manufacturing productivity of \$74 billion in the long run, shadowed with regressions in wholesale and retail trade and financial activities.<sup>26</sup>

When considering all factors in this area, we must first bear in mind our current President. His administration adopted an immigration system that serves the privileged through a "law and order" approach. It is speculating that to restore the rule of law, we must secure our border. President Trump is committed to constructing a Southern border wall and ensuring the swift removal of unlawful entrants. These policies are for the protection of American workers or, so, claimed under the slogan of national interest. This slogan is not a promised result but a racialized approach to immigration. There is no similar approach conveyed about erecting a wall at our northern border or security measures taken into consideration. The President has exhibited support towards chain migration, eliminating the Visa Lottery, and moving the country to a merit-based entry system. Immigration allows for a noticeable rise in the export markets. The US is open to allowing the "best" and "brightest" into the US through a new wave epidemic known as brain

<sup>25</sup> Ehrenfreund, Max. 2016. "The potentially severe consequences of Trump's deportation plans." The Washington Post. [https://www.washingtonpost.com/news/wonk/wp/2016/11/14/what-donald-trumps-deportation-plans-would-do-to-american-businesses/?utm\\_term=.89e1acbbe98c](https://www.washingtonpost.com/news/wonk/wp/2016/11/14/what-donald-trumps-deportation-plans-would-do-to-american-businesses/?utm_term=.89e1acbbe98c).

<sup>26</sup> Ibid. 2016

drain.<sup>27</sup> These reforms advance the safety and prosperity of all Americans while helping new citizens assimilate and flourish.<sup>28</sup>

Considering previously documented evidence, it is evident that immigration within a host country accentuates vacancies. Filling the gaps in America's economy and society.<sup>29</sup> Although migration is a systemic pattern that seeks to fill voids within industries and markets, there is a common idea of repulsion towards the idea of migrants and migration. Through the analysis of social and economic components, the statistical evidence only points to the obvious; immigrants are the fastest-growing component of the American population, and their presence has transformed the social ambiance, culture, and politics of several major U.S. cities. Alejandro Portes and Rubén G. Rumbaut's case study focused on the third wave of Children of Immigrants through a Longitudinal Study. This decade-old panel followed a large sample of second-generation youths.<sup>30</sup>

<sup>27</sup> US Immigration Policy What should we do? (n.d.). [https://www.everyday-democracy.org/sites/default/files/attachments/US-Immigration-Policy-What-should-we-do\\_Everyday-Democracy.pdf](https://www.everyday-democracy.org/sites/default/files/attachments/US-Immigration-Policy-What-should-we-do_Everyday-Democracy.pdf)

<sup>28</sup> *Immigration*. (2020). The White House. <https://www.whitehouse.gov/issues/immigration/>

<sup>29</sup> Open Society Foundations. Publications/Explainer. (2019, May). Why Does the US Need Immigration Reform? <https://www.opensocietyfoundations.org/explainers/why-does-us-need-immigration-reform>

<sup>30</sup> Alejandro Portes and Rubén G. Rumbaut, eds., *The Second Generation in Early Adulthood* Special issue of *Ethnic and Racial Studies*. 28, 6 (November

This research contains a sample initiated from early childhood throughout adulthood. The results illustrate different aspects of the second-generation adaptation process in early adulthood while testing alternative hypotheses on the forms of the process and its determinants. The study's findings document wide variation in adaptation, particularly educational attainment, incarceration, and early childbearing by nationality. Second generations depending on the social setting raised in adapted their livelihood to fit into the social setting.

The United States has numerous benefits from the establishment of immigration policies. In our current society, the establishment of such systems has been rejected, further perpetuating the ability to remedy the world's crisis. Nations have their youth raised within the United States facing deportation back to countries like; Mexico, El Salvador, Guatemala, Honduras, and Nicaragua, where they have no association due to their upbringing within the US. Leading to an increase in population for these countries, which creates a new class of individuals who are not like the typical citizens; some may compare it to a refugee crisis of its own due to the immense number of displaced individuals to come. The social classes created would be limited by language, education, and work barriers. Often attributed to a class of inferior subordinates; nevertheless, this would affect the individuals instilling fear and other psychological complications.

Considering the benefits of integrating such a policy within education and migration raises a larger question. Disparities at a federal and national level often arise when it comes to policies precisely that of integrated strategies. In *Within Between National and Local Integration Policies*, Han Entzinger's and Peter Scholten's chapter focuses on the relationship and disparities (2005). [https://www.researchgate.net/publication/237429364\\_Introduction\\_The\\_Second\\_Generation\\_and\\_the\\_Children\\_of\\_Immigrants\\_Longitudinal\\_Study](https://www.researchgate.net/publication/237429364_Introduction_The_Second_Generation_and_the_Children_of_Immigrants_Longitudinal_Study)

of national and local immigrant integration policies. Often, misunderstood as domestic models of integration, these policies keep people in the blind. The reality is that much policymaking based on combination occurs at a local level in particular large cities. The research focuses on European governance, in which the sentiment of assimilationists never truly reflects locally, primarily revolving cultural diversity.<sup>31</sup>

Social service sectors are vital for which many states may provide specific facilities for immigrants with essential needs such as housing, education, and employment. The method of integration is an independent process for it varies and ranges between spectrums. Several states have withdrawn resources and aid from many areas where it used to intervene.

While correspondingly, an immense politicization of the immigration debate almost everywhere in the world, has devoted individual sentiments to be rejected. Depending on the outcome of discussions, countries sway their approach, often resorting to a mix of models, depending on the policy area or the migrant community under concern. For example, Pennsylvania has a problem with poor minority schools and rich white ones, constructed by white flight leaving low-income, minority students in failing urban public schools. The Poverty Cycle is evident within Pennsylvania and the rest of America, going to low-income neighborhoods with scarce and biased

<sup>31</sup> Entzinger, H., & Scholten, P. (2014). Between National and Local Integration Policies. In Martiniello M. & Rath J. (Eds.), *An Introduction to Immigrant Incorporation Studies: European Perspectives* (pp. 371-388). Amsterdam: Amsterdam University Press.

<http://www.jstor.org.libproxy.chapman.edu/stable/j.ctt128780b.19>



funding. Schools with little to no money and resources to educate their students, thus have little hope of breaking the poverty cycle.<sup>32</sup>

Policies often lead to the reflecting upon these discrepancies existing within; national policies often do not hold local plans to be true. As found in this article, gaps occur based on numerous variables and sentiments. Local-level politicians simply do more than purely applying national policies; they have their own policy beliefs and agendas that shaped their integration policies. Keeping this in mind, a better understanding of local conglomerates can lead to a better predictor of migration policies and assimilation methodology. In which shall explore the broader federal stance on dual immersion schools and the state stance precisely that of California further on. One can utilize the precedents of stakeholders' ideology and agenda before analyzing the effectiveness of assimilation and immigration.

<sup>32</sup> White, G. B. (2015, September 30). The Data Are Damning: How Race Influences School Funding. <https://www.theatlantic.com/business/archive/2015/09/public-school-funding-and-the-role-of-race/408085/>

# 3 Methodology and Data Analysis

## 3.1 Methodology

This research analyzes policies, literature, a historical timeline of education policies, and media portrayal. I construct an understanding of dual immersion programs' implications within household relationships, identifying economic variables, and repercussions within the community. All while highlighting the omitted racialized subject matter within a language. The data collection consists of an analysis of federal and state policies revolving around dual immersion education and education, looking at current and past policies, general sentiments, and agendas, and current practices. The dataset of federal and local dual immersion program policies and legislation served as a means of cross-analysis of both national and state agendas.

The policies and current state of dual immersion programs help establish an evaluation of whether these policies are correctly being carried out. Along with the linguistic data provided, and sentiments illustrated on current occurrences of dual immersion programs. While the information is only preliminary, it can help through qualitative means in providing an assessment on whether educational institutions are on the right track. They can be followed by quantitative data after a reassessment period by the Downey Unified Board of Education or further explored through qualitative means by conducting interviews and follow-ups with parents to see the effects within the actual household.

The data analysis consists of a schematic on common language derived from the qualitative and quantitative data found within the legislation and literature. The approach unpacks the sentiments and occurrences within these dual immersion programs. The common phrases and

sentiments thus explain normative occurrences, identifying any phenomena that may be occurring due to these dual immersion programs. Comments, quotes, and policies by educational personnel may clear sentimental perspectives and occurrences within the administration while also revealing hidden racialized, economic, and communal ideological perspectives of the individuals and the agency they hold. By taking into consideration the population of statistical figures of the city, we can narrow down the social, economic, racial, and ethnic characteristics as well as highlight the communal setting.

Limitations were present given current world events such as the pandemic and social movements around the world, limiting the people I was able to interview. This qualitative approach was my first methodology; however, due to limitations, I was only able to look at legislation and practicalities. While this is an initial step in understanding the sentiments, complications, and achievements, we can seek to aid parents and educators in understanding what further steps are necessary.

The initial data analysis began with Dr. John Garcia, the Unified School District. It was the basis by which I identified the stakeholders within the system and how these precedents aided in the formulation of the dual immersion programs. Whether there are personal sentiments, and agendas at hand or whether this was indeed an outcome based on the voice of the community. This conversation highlighted the bureaucratic power within local community governance and shone the light on any disparities between local governance and federal governance.

An analysis of the federal government's funding of education and the overall stance on the agenda is explored as well. Qualitative data can draw out a roadmap of whether implementation has been successful and representative of the community. While looking at complications and

impediments within the implementation, I explore the steps that the federal government will seek to take in the near future. Assessment of the state's representation of the educational board and educational stance serves to shed light on the specifics of the social wellbeing of inter-family relationships. The inclusion of Spanish culture and language in host cities like Downey embark on educational reform.

California's accolades and credential process within dual immersion schools and programs helps identify whether further teacher training is needed and highlights whether racial boundaries are seen as impediments within the program. The official commentary of these policies helps illustrate the motives and stakeholders. Understanding the ideological background and implications for such dual immersion programs can help highlight the lingering implications; race, economic class, education, and human capital. Subsequently, the data analyzed will be the first of its kind when regarding modern-day dual immersion programs; this can provide a checkpoint in current programs. The reassessment can take place given the outcomes of this data and help formulate changes within programs hoping to seek communal representation, as well as bureaucratic success.

### **3.2 Data Analysis**

Looking at the history of education, and this pedagogy model creates an understanding of the evolution of the modern education system. Education has been defined and illustrated as a systemic way of teaching generations of past experiences, equipping them with tools and knowledge to perform a daily task through skills by their peers or elders. Whether this is through a Socratic methodology of questioning and pondering upon happenings. It is significantly evident that norms become ritualized and inscribed within academies and institutions. Often those scholars

return to an institution to teach the next generation. This cycle of education often sees modified methods in which the scholar utilizes their own experiences and understanding to modify the outcome taught. The reality is that the apparent education system nowadays is far more complicated with standards and policies that create a regiment of what a student is supposed to learn by a certain age and grade level. The child's development is seen as crucial importance; however, hidden being the itineraries of education lies a racialized, economic, and social agenda influencing the student. In which I shall analyze the historical timeline of education in America, highlighting the case study of California, while looking at immigration policies that serve as vital contributors in shaping academia.

A long systemic and racialized education system has been ingrained upon the idea of eugenics. Consider Charles Darwin and Sir Francis Galton amongst the first leading scholars within the science of evolution. A systemic way of analyzing race and ethnicity as a compound element in which inferiority was labeled to all other individuals who did not fit the standard variables. Galton believed that an elite class was composed of the right genetic makeup, claiming the need to improve the human race through selective breeding. Although never coming to fruition in Britain, spread to the US in the late 19th century.<sup>33</sup> Eugenicists in the US found its pivotal moment in halting the transmission of harmful or "undesirable" traits from generation to generation. US leaders, citizens, and corporations funded eugenic studies, establishing in 1911 The

<sup>33</sup> Lepowsky, M. (2004). "Indian revolts and cargo cults: Ritual violence and revitalization in California and New Guinea." In Harkin, M. E. (ed.). *Reassessing revitalization movements: Perspectives from North America and the Pacific Islands*. Lincoln, NE: University of Nebraska Press. p. 51, note 1. ISBN 978-0-8032-2406-3. Archived from the original on November 3, 2013.

Eugenics Records Office (ERO) in Cold Spring Harbor, New York. This is the first trace of a racialized education system in which those bourgeois ritualized norms and radicalized the proletariats as inferior. The ERO focused on tracing family histories only to conclude that people deemed to be unfitly derived from families that were poor, low in social standing, immigrants, as well as minorities. Leading to stricter immigration rules enacted amongst European, African, and Latin American populations, but the most ominous resolution was a plan to sterilize "unfit" individuals to prevent them from passing on their negative traits. During the 20th century, a total of 33 states had sterilization programs in place.

Despite the continuous extermination and genocidal tendency by the United States, there were arbitrary benefits for taking in migrants. One way was to incorporate them into a flourishing workforce in the West systematically. In 1907 prejudices in California experienced an influx of Japanese workers costing white workers farming jobs and depressing wages, the United States and Japan signed the Gentlemen's Agreement.<sup>34</sup> Limiting Japanese emigration to the United States to specific categories of business and professional men. President Theodore Roosevelt urged San Francisco to end the segregation of Japanese students from white students in San Francisco schools. This being the first enactment of ending segregation within the education system, failing only ten years later due to the rise of Xenophobia brought about by World War I. The Immigration Act of 1917 established a literacy requirement for immigrants entering the country and halted

<sup>34</sup> History.com Editors. "U.S. Immigration Timeline." *History.com*, A&E Television Network 21 Dec. 2018, [www.history.com/topics/immigration/immigration-united-states-timeline](http://www.history.com/topics/immigration/immigration-united-states-timeline).

immigration from most Asian countries.<sup>35</sup> This, however, excluded immigrants from Canadian and Mexican descent during this time, the need for cheap and affordable labor was needed in the agricultural and manufacturing sectors. The act highlights the need to keep the Mexican population complacent within the workforce by allowing free passage to workers into and out of the country. During this time, illiteracy rates were high amongst the Campesinos, for it was not a requirement amongst the day laborer to be educated. this period, the United States economy experienced a surge from primary exports, from \$2.4 billion in 1913 to \$6.2 billion in 1917.<sup>36</sup> The economy was structured on this war based goods and resources, a majority of which were consumed by Allies as nations consumed American cotton, wheat, brass, rubber, automobiles, machinery, and thousands of other raw and finished goods. There was a need for a larger workforce fulfilled primarily occupied by the Mexican migrant. Post-World War I, there was a stalemate in the economy in which there was an excess of supply and a decrease in demand leading to massive unemployment as people migrated out of the cities redefining communities because of market and manufacturing closures. There was a cry by American residents to impose restrictions on who should be employed and allowed legal employment.

In May of 1924, a new Immigration Act came to pass in which a quota system occurred during this time restrictions were placed heavily in favor of northern and western European countries—shutting the door on southern, central, and eastern Europe while Asian and Mexican

<sup>35</sup> “History of U.S. Immigration Part 2.” *Hernandez Law Group, P.C.*, 12 May 2020, [www.juanlaw.com/immigration/history-us-immigration-pt-2/](http://www.juanlaw.com/immigration/history-us-immigration-pt-2/).

<sup>36</sup> Michon, Heather. *How the War Changed the Economy for Good*. [www.thoughtco.com/world-war-i-economy-4157436](http://www.thoughtco.com/world-war-i-economy-4157436).

immigrants were excluded entirely. A rise followed this act in illegal immigration. The United States had established the United States Border Control in hopes of catching and deterring illegal immigrants from entering the country. It was during 1929 that the Great Depression took control, which revealed a very intricate concept. Following the new Immigration Act of 1924, the stock market begins a spectacular rise. However, it bears little resemblance to the rest of the economy. Meanwhile, the Americas' middle class shrinks as the lower class grows. As communities were reshaped, so was the socioeconomic class. Farmers' share of the national income dropped to only 9% in that of January 1928.<sup>37</sup> The economy starts modifying itself into a skilled labor market, therefore, further decreasing the need for migrants in the workforce. With that followed, the halt for expansion ceasing construction means supplementary limiting the job opportunities for a nation that was just at war. During this time, women face a dilemma of returning to the household and no longer participating in the workforce, for their men also returned home seeking employment. The Great Depression was a trickling down effect of unemployment fueled by racialization. As the militarization of borders was enacted, the first glimpse of what migrants would face was a racialized means to protect "national sovereignty."

A crucial period in Mexican American history would be that of the period of 1939 to 1945, World War II, in which shortages of the labor force created a new means of acceptance. The formation of the Bracero Program allowed Mexican agricultural workers to enter the United States temporarily. The program lasted until 1964; during this time, redlining and other methodologies were utilized to create segregation methods within Mexican dominated communities. The most

<sup>37</sup> Smiley, G. (n.d.). *The U.S. Economy in the 1920s*. EH.Net. <https://eh.net/encyclopedia/the-u-s-economy-in-the-1920s/>.



prevalent form of segregation was within institutions that provide resources including but not limited to; medical offices, grocery stores, housing, and educational institutions.

Early court cases concerning school desegregation occurred in the Southwest and California around the 1930s. Mexican immigrants and their communities were the targeted groups of segregation by school officials. In San Diego County on January 5, 1931, Jerome T. Green, principal of the Lemon Grove Grammar School, acting under instructions from the school trustees, stood at the door and admitted all pupils except the Mexican students. Principal Green claimed that the Mexican children did not belong at this school and instructed them to attend a two-room building constructed to house Mexican children. Parents were outraged and refused to attend the so-called new school that had been built for them—known by students and the community as 'La Caballeriza' (the barnyard). The principal and education board expected a docile and reluctant Mexican community that raised severe issues when families rallied together and through the Mexican Consulate, acquired legal counsel and support. The school incident became a test case of the District Attorney's power and the school board to create a separate school for Mexican children. *Roberto Alvarez vs. the Board of Trustees of the Lemon Grove School District* was the first successful school desegregation court decision in the United States' history.<sup>38</sup> Often omitted within history textbooks nowadays, it did establish the rights of children to equal education, despite local, regional and national sentiment of sovereignty fueled by segregation and deportation of the Mexican population in the United States. The case is a testimony of the San Diego Mexican

<sup>38</sup> Furzer, S. (2016, September 26). *The Lemon Grove Incident*. San Diego History Center | San Diego, CA | Our City, Our Story. <https://sandieghistory.org/journal/1986/april/lemongrove/>.

community's rights and their push for inclusivity. Despite the outcome, much of America faced similar prejudices by institutions, media portrayal, and legislation. Before the famous case of *Brown vs. the Board of Education*, the case of *Mendez vs. Westminster* of 1947 served as a critical element in the decision of the *Brown* case.

Gonzalo and Felicitas Mendez's parents and California farmers sent their children to a local school with their cousins in which had a lighter complexion than the Mendez children only to be denied entry. Their children were told that they would have to go to a separate facility reserved for Mexican American students, for unlike their lighter skin cousins, they did not fulfill the requirements for school. The Mendez family recruited other aggravated parents from local school districts preceding the school district to federal court challenging school segregation. The Mendez family did not claim racial discrimination; however, they filed for discrimination based on ancestry and the supposed "language deficiency" that denied their children their Fourteenth Amendment rights to equal protection under the law.<sup>39</sup> The language created a pivotal loophole in this case in which a prior case of *Roberto Alvarez vs. the Board of Trustees of the Lemon Grove School District* established that the Mexican Population fell within the White and not Ethnic, Black or Native labels. On March 18, 1946, Judge Paul McCormick ruled in favor of the plaintiffs that the

<sup>39</sup> *Mendez v. Westminster: Desegregating California's Schools*. (2020, May 28). PBS LearningMedia. <https://www.pbslearningmedia.org/resource/osi04.soc.ush.civil.mendez/mendez-v-westminster-desegregating-californias-schools/support-materials/>.

social, psychological, and pedagogical costs of segregated education were damaging to Mexican American students.<sup>40</sup>

The school districts appealed, claiming that the federal courts did not have jurisdiction over education, but the Ninth Circuit Court of Appeals ultimately upheld McCormick's decision on April 14, 1947, ruling that the schools' actions violated California law. The cases of the *Roberto Alvarez vs. the Board of Trustees of the Lemon Grove School District (1931)* and *Mendez v. Westminster (1947)* were notable not only for the precedent it set but for later court cases, such as *Brown v. Board of Education* of 1954. The landmark Supreme Court case of *Brown v. Board of Education* determined unanimously that racial segregation of children in public schools was unconstitutional. It led the way for civil rights law, establishing the precedent “separate-but-equal” education and other services that were not, in fact, equal at all.

In 1965 the Immigration and Nationality Act radically changed the immigration system by replacing the quotas with a new seven category preference system. President Lyndon B. Johnson signed into law these categories concerning family relations, what skills the immigrant could offer to the United States, and refugees from areas of violence. Also known as the Hart Celler Act, it utilized this seven-category preference system to prioritize relatives of U.S. citizens and legal permanent residents, as well as to professionals and other individuals with specialized skills. This act maintained per-country and total immigration limits but included a provision exempting

<sup>40</sup> “Mendez v. Westminster.” *Teaching Tolerance*, [www.tolerance.org/classroom-resources/texts/mendez-v-westminster](http://www.tolerance.org/classroom-resources/texts/mendez-v-westminster).

immediate relatives of US citizens from numerical restrictions, setting a numerical limit on immigration from the Western Hemisphere for the first time in US history.

During the period of 1960 to 1962, the United States further utilized "national sovereignty" to fight the communist threat breaching through southern borders. Approximately 14,000 unaccompanied children flee Fidel Castro's Cuba and come to the United States as part of a secret, anti-Communism program called Operation Peter Pan.<sup>41</sup> While in 1986, President Ronald Reagan signed into law the Simpson-Mazzoli Act, granting amnesty to about 3 million immigrants residing illegally in the United States. The understanding that the US economy was structured and dependent on a mass labor force highlighted the need to incorporate all individuals, mainly migrant workers. For which US Senators Dick Durbin (D-Ill.) and Orrin Hatch (R-Utah) proposition the first Development, Relief and Education of Alien Minors (DREAM) Act, permitting a pathway to legal status for Dreamers, undocumented immigrants brought to the United States illegally by their parents as children. Viewed as irrational and inadequate by a conservative agenda did not pass during this time, for it was not justified by "national sovereignty." This loss was not the end of legislation; however, in 2012, President Barack Obama signed the Deferred Action for Childhood Arrivals (DACA), which temporarily shields some Dreamers from deportation but does not provide a path to citizenship—followed by the initiation of DAPA, which, similar to DACA provided protection against deportation but for the parents of the dreamers. Shortly in the year 2017, President Donald Trump issued two executive orders labeled "Protecting the Nation from

<sup>41</sup> Blakemore, Erin. "The Secret Cold War Program That Airlifted Cuban Kids to the U.S.- Without Their Parents." *History.com*, A&E Television Networks, 29 Apr. 2019, [www.history.com/news/cold-war-refugee-operation-peter-pan-cuba-eisenhower](http://www.history.com/news/cold-war-refugee-operation-peter-pan-cuba-eisenhower).

Foreign Terrorist Entry into the United States." These executive orders aimed at restricting travel and immigration from six majority Muslim, North Korea, as well as Venezuela. While a year later, in April of 2018, the travel restrictions on Chad were lifted. In June 2018, the US Supreme Court upheld a third version of the ban on the remaining seven countries.

Within the year 2020, an astonishing verdict gave hope to a generation of students. The Supreme Court created a pivotal decision within the educational and humanitarian field by striking down a previous decision by the Trump administration. Through a court majority, they were led by Chief Justice John Roberts, vetoing the Trump administration's blatant racialized efforts to cease the program of DACA. The court concluded that the administration had illegally ignored "reliance interests" in its justification for disrupting DACA. The Trump administration declared this as an "asserted" factor, yet it did not achieve the rigorous work of gathering data and analyzing the adverse outcomes implied for immigrants who'd built a life in the United States since the DACA policy. The implications that the dreamers did not aid businesses and institutions who benefitted from their contributions were proven false. Immense personal and economic costs were identified through the court as at stake, yet the Trump officials illegally ignored them. This highlights that the court functions for 'national sovereignty' by highlighting the economic importance individuals have within an economy. That being said, it implies that actual economic incorporation is the only integral portion of which officials care about.

Now the question must be arising what importance migration legislation and policy have to do with education. Education's purpose, as previously addressed, has a significant implication in creating as well as stabilizing a workforce for a nation. In the United States, you are only seen as essential if you are a contributor to the economy and markets. Hence, as addressed by court cases analyzed above, an equally, if not superior, variable needed to be addressed is language. In

June of 1998, a pivotal moment in education known as Proposition 227, English Language in Public Schools Statute. Required California public schools to teach Limited English Proficient (LEP) students in individual classes taught nearly all in English. This provision had the effect of eliminating "bilingual" classes in most cases occurring throughout Southern California.

Federal laws and court decisions following the 1964 Civil Rights Act required public schools to provide specialized services for English language learners. Ten years later, in 1974 Supreme Court decision in *Lau V. Nichols* confirmed that schools must take "affirmative steps" to ensure equal educational opportunities and help students who did not speak English fluently. The need to "overcome language barriers that impede equal participation" in education.<sup>42</sup> Every state therefore enacted policies according to what they best sought fit in the case of California's response; the Bilingual-Bicultural Education Act of 1976 sought to remedy the disdain link within communities.

However, Prop 227 affected areas such as Downey Unified by the year 2000 bilingual education was coming to an end. It was projected that from 520,000 in 1985 to 1.4 million in 1998 lacked English proficiency.<sup>43</sup> Often data is set to describe an occurrence or outcome; in this case, it created pandemonium by stating students were illiterate and that the system was not producing

<sup>42</sup> "Q: What Legal Obligations Do Schools Have to English Language Learners (ELLs)?" *NCELA*, [ncela.ed.gov/faqs/view/6](http://ncela.ed.gov/faqs/view/6).

<sup>43</sup> Zong, Jie, and Jeanne Batalova. "The Limited English Proficient Population in the United States." *Migrationpolicy.org*, 2 Mar. 2017, [www.migrationpolicy.org/article/limited-english-proficient-population-united-states](http://www.migrationpolicy.org/article/limited-english-proficient-population-united-states).

more English speakers. Utilizing my personal experience within education during my Kindergarten year that of 1999 I was the last generation to experience bilingual education in Spanish. What failed to be addressed by creators and supporters of Prop 227 was the real hidden statistics.

During the 1970s, the Cold War was blooming in which a massive manufacturing age of science and technology was at the forefront as middle-class family structures arose. Migration of corporations and large businesses flooded Southern California, for when businessmen looked to find a lovely house to live in, there were few but limited regions to do so. The idea of redlining developed redefining where the Latino community would live, pushing them further and further from friendly neighborhoods. During this time in the 1970s, more Hispanic children attended elementary schools with the American Dream spoon-fed by parents, many of whom worked in the textile sweatshops in East Los Angeles, or as agricultural workers and day laborers. Parents fed this idea of becoming someone through their studies. This simple ontological story was told to all Mexican children. The question as to who could support this bill and why it was overlooked when Prop 227 was passed.

Supporters of Proposition 227 spent \$997,042 in which top contributors to pass the measure were; Ron Keeva Unz: \$752,738, Fieldstead & Co.: \$130,000, Richard Gilder: \$90,000, William A. Dunn: \$75,000, William J. Hume: \$50,000, Harry Teasley: \$25,000, Jacobs Engineering Group: \$10,000, Lincoln Club of Orange County \$10,000, Virginia Gilder: \$10,000 and John F. Blokker:

\$10,000.<sup>44</sup> Within these stakeholders, one very intricate and astonishing agency and personally caught my eye and anyone with a general understanding of modern-day politics could identify supporters of the Trump administration listed above. Ron Keeva Unz, the top supporter of Prop 227, is a businessman promoting anti-Semitism and Holocaust denial, conspiracy theories, and white supremacist material. Unz ran for governor in California in the gubernatorial election in 1994, sponsoring multiple propositions promoting structured English immersion education and opposing affirmative action as well as denying services to immigrants under Prop 187. While his stake is evident, he failed to realize the economic prosperity that could be harnessed in a bilingual population and the emergence of new business and capital. Furthermore, his obvious disregard for the importance of cultural and ethnic composition highlights his morality.

Analyzing the morality question and the overall significance of this bilingual or dual immersion programs provide extremely limited without case studies or interviews. This being an immense lack within my research, it is something that can and should be further explored. Nevertheless, from personal experience, after the bilingual era came to an end, there was a lost generation. A group of students who communicated with their parents with a minimal language was what occurred. Creating tainted and frayed relationships with parents lead to a generation unable to hold accountable for a school system. They were labeled and proscribed the title English Language Development (ELD) Learner, one of many titles to my name. As an ELD student, constant stereotypes of illiteracy and faint speaking also low writing skills follow us to this day. This is not a disease but often labeled as one. It was creating fear in discussion, presentations, or

<sup>44</sup> “California Proposition 227, the ‘English in Public Schools’ Initiative (1998).” *Ballotpedia*, [ballotpedia.org/California\\_Proposition\\_227,\\_the\\_\"English\\_in\\_Public\\_Schools\"\\_Initiative\\_\(1999\).](https://ballotpedia.org/California_Proposition_227,_the_\)



writing. ELD Learners were placed far below this new curriculum. This issue was not only hard for students and parents but that of teachers.

In third grade, one of the few students that manage to advance within the reading levels thanks to great support from academics and instructors. Others, however, were not as lucky for they were omitted from the school system. The next generation of students entered the corridors, not knowing a single word in English, leaving teachers to turn to us the students as the translators. Helping classmates with their studies and even serving as mediators during Parent-Teacher Conferences. The inability of parents to create a bond with instructors was an immense barrier for parents. They never knew what their child's performance was within the classroom. When it came to homework time, students could not turn to parents and seek aid. By the time their younger siblings entered school, they obtained a new title of a tutor.

They were now helping the siblings navigate through a rigorously evolving education system designed for some else. Elementary school taught most of America its ABCs, multiplication, division, prehistoric history, modern science, American history, and even the state's history. However, it failed to teach students their history, culture, traditions, and language. There was no means of incentivizing and connecting with children about who they were and their importance. This eventually led to statistical numbers of dropouts and incarceration rates. I aided classmates during my free time, for my teacher would ask me to stay behind to translate to the other students and help them with their reading and math and other subject matter. For she felt she could explain it adequately to them. The fault relies on no one else but the systemic incorporation of subpar legislation and policy. How could a 9-year-old teach someone to read and write nevertheless teach someone else mathematical concepts when he was barely understanding and learning the material a couple of hours prior.

Dr. John Garcia, current superintendent of the Downey Unified School District, brought about an important concept to me. The reality of education is that it appears as a never-ending cycle of adding and omitting information based on time in hopes of not offending the mass majority. This cycle of education is currently in the emergence of an era of restitution, known as Prop 58. Proposition 58, enlisted on the ballot by the state Legislature, approved by voters with a 73.5% majority on November 8, 2016. Seeking the implementation of the California Multilingual Education Act of 2016, initially introduced in the Legislature by Sen. Ricardo Lara, D-Bell Gardens.

This California, Multilingual Education Act gives California public schools control over dual language acquisition programs. Repealing the previous Prop 227 under the new law, students can learn English through multiple programs outside of English immersion classes. They are no longer holding enrollment into dual immersion programs on a waiver basis allowing parents to enroll their children in bilingual or dual immersion programs locally without the need to seek schools out of the way. The law went into effect July 1, 2017, although not mandatory school districts have flexibility in creating new programs on communal needs. This flexibility to design and implement their programs to suit the needs of both English learners and students already proficient in English who wish to learn another language is a revolutionary and improvised verdict to previous bilingual models.

However, the initiative requires that districts discuss plans for new programs with community members and parents offering such programs "to the extent possible."<sup>45</sup> Specifically, the initiative says that if more than 20 parents or guardians from any one-grade level or 30 parents or guardians from an entire school request a dual language or bilingual program, the school site is required to explore the possibility of creating one. This dimension of parent involvement highlights a significant barrier that academics lacked during the bilingual program in California before. The public engagement requirement of this proposition focuses on the school districts to seek parent and community input when they create any new language acquisition program. Highlighting the LA counties' Local Control and Accountability Plans', in which input from an English Learner parent advisory committee is required and responses need to be noted in writing. The LCAPS is an essential feature by the Local Control Funding Formula, California's funding system that grants districts higher decision-making powers over how to use state funds,

Now that being considered, this does highlight that parental involvement must be high. Within the GLAD Program, Downey Unified saw a spike in requests by parents to formulate a program that satisfied the community's needs. Parents claimed that students were not engaged and could not sit in classrooms often due to the language. Dr. John Garcia addressed me with a survey sent in which the majority of families filled out, saying they would like the incorporation of Spanish within education institutions. Allocating the additional funds obtained in creating these programs set out to collect a group of educators who filled the top requirements needed by this

<sup>45</sup> "California Proposition 58, Non-English Languages Allowed in Public Education (2016)." *Ballotpedia*, [ballotpedia.org/California\\_Proposition\\_58,\\_Non-English\\_Languages\\_Allowed\\_in\\_Public\\_Education\\_\(2016\)](https://ballotpedia.org/California_Proposition_58,_Non-English_Languages_Allowed_in_Public_Education_(2016)).

program. Through a tedious process, the best instructors were selected, requiring certification and experience teaching students in Spanish.

Some requirements to teach bilingual or dual immersion classes, you must be proficient in both English and the non-English language they will be teaching, in addition to a bilingual authorization or credential of the language. Some districts pair teachers with proficiency in different languages; therefore, students may spend half of their day learning in English from one teacher and the other half learning in a second language like Spanish who is proficient in that language.

Often the students aided are those of low-income children, English learners, and foster children. The new law also requires that districts provide information on the types of language programs available in an annual notice to parents. Dr. Garcia believes that within a matter of years, he can see the expansion across all schools teaching a different language allowing parents to select the best school for their child based on their interests.

Realistically no perfect curriculum nor program exists in educating students. It is incredibly dependent on communal, individual, and societal needs. Typical limitations include but are not limited to; the lack of parents' involvement due to their poor English literacy and being tied up with jobs to provide for their family. As well as unaccountability of schools for failing to raise English fluency level in ELP students. Schools' meaning principals, council members, teachers, and even governors' indifference to providing quality bilingual education. A more common and significant barrier being racial politics involved in bilingual education. These barriers are faced within, and by all dual immersion programs, this does not mean it cannot be achieved.

## 4 Conclusion

This study may have left you with more questions than answers, yet it seeks to highlight the social well-being of inter-family relationships, the opportunity of having economic freedom to make independent financial choices, in addition to revelation of concealed racial tendencies. For my hypothesis that dual immersion programs will significantly lead to the decrease in the utilization of Spanish language seems adamantly false based upon historical timelines, case studies of dual immersion programs as well as the economic and communal needs of the Spanish Language. The opportunity to thrive is present yet it requires a significant modification to reach those communities in dire need. Historical dates highlight the opportunities created with dual immersion through the inclusion of communities in the labor force which further stimulate the economy. Subsequently in creating a connection from home life to school life, we mediate the familial relationships. If we allow a student to interact and communicate with parents freely, we allow them to be expressive of their physical, mental and emotional state. If parents are given the opportunity to hold these relationships with their children, they will serve a common interest. This common interest would be that within the borders of national sovereignty. To serve and to be served by a community and an environment that will nurture you and your children. In making dual immersion schools and institutions a commonality, we will slowly obliterate these racial borders that are conducted by our current education systems.

### 4.1 Suggestions

Dual immersion programs do not solve all problems within an educational institution and society as a whole. In order for dual immersion programs to be successfully implemented they

must include some of the following: parental involvement, flexibility by family case, and transparency. It is crucial for parents to be involved in education. It is important as well for a teacher to know and identify parents who do not speak English. If you wish to have a parent more involved in a child's education, you must identify all the variables that limit or obstruct a parent's ability to connect with instructors. For I propose that in order for school to succeed with English proficiency and development, teachers must know what parent struggles or does not speak English and what parent is too busy working. These educational programs should offer an alternative means to reaching parents by offering evening or weekend classes to raise the parent's English proficiency. This allocated time can also be used to discuss the pupils or the students' academic level or performance, by meeting with parents and being transparent. Incentivizing faculty, administration and the school itself can perhaps influence them in achieving English proficiency. The biggest issue out of all of these addressed through the historical timeline provided, are the political and racial implications. As the number of Mexican immigrants grow, the media portrays the rise of problems brought forward by the Mexican people. Modern day media sways evidence to raise sentiment of resent. Causing taxpayers money to be funneled into other programs such as the police system. A radical idea that I propose is to omit and eliminate all English only classes and make these courses dual immersion. This way there will be no divide of funding. This will no longer cause a barrier of communal approval on education.

Dual Immersion is entering a current era with a possibility of changing it. We have seen this in the past with bilingual education, in the state of California. It opened up the economy to fortified communities and pick away at racial borders. Dual immersion has come in a remastered format learning from the failures of bilingual education, tactically answering problems of the

past by finding certified teachers. By finding out what the community wants. And understanding the importance of creating a new national sovereignty. This new national sovereignty includes all demographics, all social classes and all ethnicities to better the economy, the rhetoric on race and bonding relationships within the community. Specifically, that of familial bonds for the burden of translation should not be left to children as priorly left to a lost generation.

## References

"Stakeholders - Deferred Action for Childhood Arrivals."(2012) Google Sites.

<https://sites.google.com/site/dacaproposalrivera/stakeholders>.

"California Proposition 227, the 'English in Public Schools' Initiative (1998)." *Ballotpedia*, [ballotpedia.org/California\\_Proposition\\_227,\\_the\\_'English\\_in\\_Public\\_Schools'\\_Initiative\\_\(1998\)](https://ballotpedia.org/California_Proposition_227,_the_'English_in_Public_Schools'_Initiative_(1998)).

"California Proposition 58, Non-English Languages Allowed in Public Education (2016)." *Ballotpedia*, [ballotpedia.org/California\\_Proposition\\_58,\\_Non-English\\_Languages\\_Allowed\\_in\\_Public\\_Education\\_\(2016\)](https://ballotpedia.org/California_Proposition_58,_Non-English_Languages_Allowed_in_Public_Education_(2016)).

"History of U.S. Immigration Part 2." *Hernandez Law Group, P.C.*, 12 May 2020, [www.juanlaw.com/immigration/history-us-immigration-pt-2/](http://www.juanlaw.com/immigration/history-us-immigration-pt-2/).

"Mendez v. Westminster." *Teaching Tolerance*, [www.tolerance.org/classroom-resources/texts/mendez-v-westminster](http://www.tolerance.org/classroom-resources/texts/mendez-v-westminster).

"Q: What Legal Obligations Do Schools Have to English Language Learners (ELLs)?" *NCELA*, [ncela.ed.gov/faqs/view/6](http://ncela.ed.gov/faqs/view/6).

"U.S. Immigration Timeline." *History.com*, A&E Television Network 21 Dec. 2018, [www.history.com/topics/immigration/immigration-united-states-timeline](http://www.history.com/topics/immigration/immigration-united-states-timeline).

Ainscow, M. (2005). Developing inclusive education systems: What are the levers for change? *Journal of Educational Change*, 6, 109–124.

Alba, R., & Nee, V. (2014). Assimilation. In Martiniello M. & Rath J. (Eds.), *An Introduction to Immigrant Incorporation Studies: European Perspectives* (pp. 53-70). Amsterdam: Amsterdam University Press. doi:10.2307/j.ctt128780b.6

Alejandro Portes and Rubén G. Rumbaut, eds., *The Second Generation in Early Adulthood* Special issue of *Ethnic and Racial Studies*. 28, 6 (November 2005). [https://www.researchgate.net/publication/237429364\\_Introduction\\_The\\_Second\\_Generation\\_and\\_the\\_Children\\_of\\_Immigrants\\_Longitudinal\\_Study](https://www.researchgate.net/publication/237429364_Introduction_The_Second_Generation_and_the_Children_of_Immigrants_Longitudinal_Study)

Blakemore, Erin. “The Secret Cold War Program That Airlifted Cuban Kids to the U.S.-Without Their Parents.” *History.com*, A&E Television Networks, 29 Apr. 2019, [www.history.com/news/cold-war-refugee-operation-peter-pan-cuba-eisenhower](http://www.history.com/news/cold-war-refugee-operation-peter-pan-cuba-eisenhower).

*Board of Education approves dual language immersion program at Carpenter*. (2019, January 31). The Downey Patriot. <https://www.thedowneypatriot.com/articles/board-of-education-approves-dual-language-immersion-program-at-carpenter?rq=GLAD>

Bodovski, K., & Durham, R. E. (2010). Parental Practices and Achievement of Mexican and Chinese Immigrant Children in the USA: Assimilation Patterns? *Research in Comparative and International Education*, 5(2), 156–175.  
<http://search.ebscohost.com.libproxy.chapman.edu/login.aspx?direct=true&AuthType=ip,uid&db=eric&AN=EJ896519&site=eds-live>



Carnock, J. T. (2016, October 7). *When the “English Learner” Label Works Against Students*. New America. <https://www.newamerica.org/education-policy/edcentral/counterproductive-el/>

Djajić, S. (2003). Assimilation of Immigrants: Implications for Human Capital Accumulation of the Second Generation. *Journal of Population Economics*, 16(4), 831-845.  
[www.jstor.org/stable/20007888](http://www.jstor.org/stable/20007888)

Ehrenfreund, Max. 2016. "The potentially severe consequences of Trump's deportation plans." The Washington Post. [https://www.washingtonpost.com/news/wonk/wp/2016/11/14/what-donald-trumps-deportation-plans-would-do-to-american-businesses/?utm\\_term=.89e1acbbe98c](https://www.washingtonpost.com/news/wonk/wp/2016/11/14/what-donald-trumps-deportation-plans-would-do-to-american-businesses/?utm_term=.89e1acbbe98c).

Entzinger, H., & Scholten, P. (2014). Between National and Local Integration Policies. In Martiniello M. & Rath J. (Eds.), *An Introduction to Immigrant Incorporation Studies: European Perspectives* (pp. 371-388). Amsterdam: Amsterdam University Press. <http://www.jstor.org.libproxy.chapman.edu/stable/j.ctt128780b.19>

Furzer, S. (2016, September 26). *The Lemon Grove Incident*. San Diego History Center | San Diego, CA | Our City, Our Story. <https://sandieghistory.org/journal/1986/april/lemongrove/>.

Gibson, M. A., & Carrasco, S. (2009). The education of immigrant youth: some lessons from the U.S. and Spain. *Theory into Practice*, 4, 249.

Gibson, M. A., & Carrasco, S. (2009). The education of immigrant youth: some lessons from the US and Spain. *Theory into Practice*, (4), 249.

from <http://search.ebscohost.com.libproxy.chapman.edu/login.aspx?direct=true&AuthType=ip,uid&db=edsggo&AN=edsgcl.211619139&site=eds-live>

*Immigration*. (2020). The White House. <https://www.whitehouse.gov/issues/immigration/>

Knowles, H., & Iati, M. (2019, July 19). *ICE detention-center attacker killed by police was an avowed anarchist, authorities say*. The Washington Post. [https://www.washingtonpost.com/gdpr-consent/?next\\_url=https%3a%2f%2fwww.washingtonpost.com%2fnation%2f2019%2f07%2f19%2fice-detention-center-attacker-killed-by-police-was-an-avowed-anarchist-authorities-say%2f](https://www.washingtonpost.com/gdpr-consent/?next_url=https%3a%2f%2fwww.washingtonpost.com%2fnation%2f2019%2f07%2f19%2fice-detention-center-attacker-killed-by-police-was-an-avowed-anarchist-authorities-say%2f)

Kopetman, R. (2019, July 12). *Thousands protest immigrant detention centers at 'Lights for Liberty' vigils in Southern California*. Daily News. <https://www.dailynews.com/2019/07/12/thousands-protest-immigrant-detention-centers-at-lights-for-liberty-vigils-in-southern-california/>

Korte, G., & Gomez, A. (2018, May 17). Trump ramps up rhetoric on undocumented immigrants: 'These are not people. These are animals.' <https://www.usatoday.com/story/news/politics/2018/05/16/trump-immigrants-animals-mexico-democrats-sanctuary-cities/617252002/>

Krogstad, J. M. (2017, October 31). *Use of Spanish declines among Latinos in major U.S. metros*. Pew Research Center. <https://www.pewresearch.org/fact-tank/2017/10/31/use-of-spanish-declines-among-latinos-in-major-u-s-metros/>

*Law Review*, 15(5), 437. <https://doi.org/10.2307/1064899>

Lepowsky, M. (2004). "Indian revolts and cargo cults: Ritual violence and revitalization in California and New Guinea." In Harkin, M. E. (ed.). *Reassessing revitalization movements: Perspectives from North America and the Pacific Islands*. Lincoln, NE: University of Nebraska Press. p. 51, note 1. ISBN 978-0-8032-2406-3. Archived from the original on November 3, 2013.

Lind, D. (2017, September 5). *The questions that 800,000 people are waiting for Trump and Jeff Sessions to answer about DACA*. CNBC. <https://www.cnbc.com/2017/09/05/daca-immigration-reform-questions-for-trump-and-jeff-sessions.html?&qsearchterm=ending%20daca>

*Mendez v. Westminster: Desegregating California's Schools*. (2020, May 28). PBS LearningMedia. <https://www.pbslearningmedia.org/resource/osi04.soc.us.h.civil.mendez/mendez-v-westminster-desegregating-californias-schools/support-materials/>.

Michon, Heather. *How the War Changed the Economy for Good*. [www.thoughtco.com/world-war-i-economy-4157436](http://www.thoughtco.com/world-war-i-economy-4157436).

Open Society Foundations. Publications/Explainer. (2019, May). Why Does the US Need Immigration Reform? <https://www.opensocietyfoundations.org/explainers/why-does-us-need-immigration-reform>

Ortega, J., Verdugo, G. Assimilation in multilingual cities. *J Popul Econ* **28**, 785–815 (2015). <https://doi-org.libproxy.chapman.edu/10.1007/s00148-015-0549-9>

Radcliffe, B. (2019, June 25). *Introduction to Remittances*. Investopedia. <https://www.investopedia.com/articles/economics/10/introduction-remittances.asp>

Rogers, J., Terriquez, V., Valladares, S., & Oakes, J. (2007). California Educational Opportunity Report 2007: Roadblocks to college. Los Angeles: University of California, Los Angeles Institute for Democracy, Education, and Access and University of California All

Smiley, G. (n.d.). *The U.S. Economy in the 1920s*. EH.Net. <https://eh.net/encyclopedia/the-u-s-economy-in-the-1920s/>.

US Bureau of the Census. (2004, August). *Census Report- The Foreign-Born Population in the United States: 2003*. National Archives and Records Administration. <https://www.census.gov/prod/2004pubs/p20-551.pdf>

US Immigration Policy What should we do? (n.d.). [https://www.everyday-democracy.org/sites/default/files/attachments/US-Immigration-Policy-What-should-we-do\\_Everyday-Democracy.pdf](https://www.everyday-democracy.org/sites/default/files/attachments/US-Immigration-Policy-What-should-we-do_Everyday-Democracy.pdf)

White, G. B. (2015, September 30). The Data Are Damning: How Race Influences School Funding. <https://www.theatlantic.com/business/archive/2015/09/public-school-funding-and-the-role-of-race/408085/>

Willis, H. E. (1929). The Doctrine of Sovereignty under the United States Constitution. *Virginia*

Zong, Jie, and Jeanne Batalova. "The Limited English Proficient Population in the United States." *Migrationpolicy.org*, 2 Mar. 2017, [www.migrationpolicy.org/article/limited-english-proficient-population-united-states](http://www.migrationpolicy.org/article/limited-english-proficient-population-united-states).